DOCUMENT RESUME

ED 284 006 CE 047 719

AUTHOR Feller, Rich
TITLE A Guidebook to "A Better Way": Serving Special Needs, Non-traditional Students and The Perkins Vocational Education Act.
INSTITUTION Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
SPONS AGENCY Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE Oct 86
NOTE 36p.
AVAILABLE FROM A Better Way, School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO 80523.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Counselor Training; *Disabilities; *Disadvantaged; Education Work Relationship; Human Services; Inservice Education; Inservice Teacher Education; *Limited English Speaking; Nontraditional Students; Postsecondary Education; Secondary Education; Special Education; *Staff Development; *Vocational Education
IDENTIFIERS *Carl D Perkins Vocational Education Act 1984; *Special Needs Students

ABSTRACT

This document accompanies a video training series entitled "A Better Way" for those serving special needs and nontraditional students. The guidebook provides information to enable educators, parents, and human service personnel to help secondary and postsecondary students access vocational education and make the transition from school to employment and further training. Together, these materials increase understanding of how to provide disadvantaged and handicapped students (as defined by the Carl Perkins Vocational Education Act) with the guidance and special service assurances required by the Act. Topics include questions regarding provision of special services to disadvantaged and handicapped students; the Carl Perkins Vocational Education Act; a historical perspective; identification of special needs students; vocational education for disadvantaged students and students with handicaps; role and responsibilities of counselors, school psychologists, placement personnel, vocational special needs/resource personnel, teachers/instructors, administrators, and parents/guardians; information for adult and postsecondary students; the state's role and government contact people; agency coordination; and promotion of change. The materials on parents/guardians and students are in both English and Spanish. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Colorado State University

ED284006

A GUIDEBOOK TO A BETTER WAY:

Serving Special Needs, Non-traditional Students and
The Perkins Vocational Education Act

by

RICH FELLER, PH.D.
Associate Professor
Counseling and Career Development

This document accompanies **A BETTER WAY: A video training series for those serving special needs and non-traditional students.** Together they increase understanding of how to provide disadvantaged and handicapped students (as defined by the Carl Perkins Vocational Education Act) with the guidance and special service **assurances required** by the Act. Intended for personnel helping students access vocational education, and transition from school to employment and further training.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Feller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Funded By: **COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION**

CE042719

Available From: **A BETTER WAY**
School of Occupational and Educational Studies
Colorado State University
Ft. Collins, CO 80523
Phone: 303/491-6316

October 1986

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Mr. Raymond "Buzz" Wilder, Chairman
5th Congressional District

Ms. Jane S. Quimby, Vice Chair
3rd Congressional District

Mr. Rolf F. Anderson
Member at Large

Mr. Joseph H. Cline
4th Congressional District

Mr. Jay L. Fox
6th Congressional District

Mr. Lawrence E. Hamilton
1st Congressional District

Ms. Myra H. Monfort
Member at Large

Ms. Anita L. Sanchez
2nd Congressional District

Mr. H. Clay Whitlow
Member at Large

Mr. James I. McCarty
Faculty Representative

Janie Whitney
State Student Advisory Council

Dr. Jerry Wartgow, System President

Ms. Dorothy Horrell, Vice President for Educational Services

Dr. Carole Johnson, Director of Planning and Research

Mr. Jeff Seifried, Program Manager, Special Programs

Ms. Susie Bell, Assistant Program Manager, Special Needs and Adult Programs

October 1986 - 1st Printing
November 1986 - 2nd Printing
December 1986 - 3rd Printing

SBCCOE is an Equal Employment/Affirmative Action Employer
Project No. 0765

A GUIDEBOOK TO A BETTER WAY: Serving Special Needs, Non-Traditional Students and the Perkins Vocational Act*

		Page
1.	Questions That Need To Be Answered	1
2.	The Carl Perkins Vocational Education Act	2
3.	A Historical Perspective	4
4.	Who Are Special Needs and Non-Traditional Students?	6
5.	Disadvantaged Students and Vocational Education	8
6.	Students with Handicaps and Vocational Education	9
7.	Counselors, School Psychologists, and Placement Personnel	10
8.	Vocational Special Needs/Resource Personnel	12
9.	Teachers/Instructors	13
10.	Administrators	15
11.	The Role of Parents/Guardians (In English and Spanish)	17
12.	Adult and Postsecondary Students (In English and Spanish)	19
13.	The State's Role and Governmental Contact People	20
14.	Agency Coordination	22
15.	What Can I Do To Promote Change?	26
16.	Acknowledgements	27
17.	Contributors to the Project	28

*Special needs and non-traditional students are catagorized as disadvantaged, handicapped or limited English proficient within the Carl Perkins Vocational Education Act. Many use the words handicapped to mean disabled and disadvantaged to mean high risk students.

QUESTIONS THAT NEED TO BE ANSWERED

Each school receiving federal money for vocational education from the state agrees to provide special services to disadvantaged and handicapped students. As a result, school personnel should be able to answer the following questions.

1. What activities are used to recruit handicapped and disadvantaged individuals into vocational education?

2. How are 8th grade handicapped and disadvantaged students and their parents informed about vocational education opportunities, and entry requirements for eligibility for enrollment? (for secondary students only)

3. Are there separate vocational programs exclusively for disadvantaged or handicapped students? If so, explain why.

4. How is vocational education planning for handicapped students coordinated among vocational education, special education, JTPA and rehabilitation service providers? What individualized planning instruments were used?

5. How are vocational services for disadvantaged students coordinated with other agencies and/or school programs such as JTPA, Chapter 1 and bilingual programs?

6. What specific services are provided each student who enrolls in a vocational education program in the following areas:

   a. Vocational assessment of individual interests, abilities, and special needs with respect to completing the vocational education program successfully.

   b. Special services to succeed in vocational education such as adaptation of curriculum, instruction, equipment, teaching techniques and facilities designed to meet the needs of the handicapped or disadvantaged student.

   c. Guidance, counseling, and career development activities (conducted by a professionally trained counselor) such as career exploration activities during assessment, employability skills within vocational programs, individual or group counseling activities as part of the vocational program or supplemental services or resource room services.

   d. Transitional counseling services designed to facilitate the transition from school to post school employment and "career opportunities" such as job or postsecondary school placement, follow-along services, or follow-up services for placement.

THE CARL PERKINS VOCATIONAL EDUCATION ACT

Regulations for the Carl D. Perkins Vocational Education Act were published on August 19, 1985 with a number of references in the Act and the regulations relating to learners with handicapping conditions, academically and economically disadvantaged students and students with limited English proficiency. Financial assistance for services for these students is made available through a complex entitlement formula.

Just as PL 94-142, Education for All Handicapped Children Act of 1975, mandated that all handicapped children be given the right to a free and appropriate education in the least restrictive environment, the Carl Perkins Vocational Education Act assures equal access and provides funding to vocational education programs for the handicapped as well as the disadvantaged student.

Under the Act more than one half of the federal monies are to be allocated for the support of targeted groups. The Act encourages mainstreaming of handicapped and disadvantaged students in regular vocational programs. Funding for segregated programs in separate facilities or separate vocational programs is severely limited.

The Carl Perkins Vocational Education Act requires states to make a written statement assuring compliance with the following provisions:

1. Each handicapped and disadvantaged student and their parents will be provided information concerning opportunities available in vocational education programs, AT LEAST ONE YEAR BEFORE the student enters the grade level in which vocational education programs are first generally available in the state. The student and parents will be informed in the 8th grade. This information will include requirements for eligibility for enrollment.

2. Each handicapped and disadvantaged student will be provided equal access in:

   - recruitment, enrollment and placement activities

   - the full range of vocational programs available to non-handicapped and non-disadvantaged individuals, including occupationally specific courses of study, cooperative education and apprenticeship programs

3. Each secondary and postsecondary handicapped student will be provided vocational education programs and activities in the LEAST RESTRICTIVE ENVIRONMENT. These activities are to be included, when appropriate, as a component of the IEP at the secondary level or other planning tools for disadvantaged or postsecondary students and planned through coordination among representatives of vocational education, special education, and, where appropriate, vocational rehabilitation.

In turn, local education providers assure the State that they will comply with the provisions listed above. Each local education agency must also provide the following services to each handicapped and disadvantaged student enrolling in a vocational education program:

1. Vocational Assessment, including an assessment of student interests and abilities and the identification of the student's special needs for assistance to succeed in vocational education.

2. Special Services (Supplemental Services) needed for the student to succeed in vocationally supported programs including adapted curriculum, instruction, equipment and facilities.

3. Guidance, counseling and career development activities conducted by professionally trained counselors who are associated with serving these populations.

4. Transitional Counseling services designed to assist these students in making the transition from school to post-school employment and career opportunities (including the transition from secondary to postsecondary education) and placement assistance.

A HISTORICAL PERSPECTIVE

The national commitment to provide special and supplemental services for the economically disadvantaged originated with the Manpower Development and Training Act (1962). The emphasis at the time was on youth, particularly dropouts, and what is today called dislocated workers. The Appalachian Regional Commission followed, emphasizing the need of depressed and isolated communities to improve roads to get goods to market, and vocational schools to prepare its workers. The emphasis on vocational training initiated many of the area vocational schools and demonstrated the power of vocational education as a tool for economic development.

Then the Vocational Education Act of 1963 directed vocational education toward people's individual needs rather than target groups and called for vocational education for persons with academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular programs of vocational education. Although it was a first step in delivering vocational education services to the disadvantaged, the 1963 Act "...merely recommended that students who have special needs related to disadvantaged or handicapping conditions be served by Vocational Education programs."

The amendments to Rehabilitation Services in 1963 expanded their definitions to include the economically disadvantaged who had disabilities and barriers to employment.

The Economic Opportunity Act of 1964 enormously expanded resources and definitions of the disadvantaged to include minorities, older workers, the elderly, and the disabled. The role of vocational preparation was critical during this time and significant resources poured into vocational schools. However, separate programs for the handicapped and disadvantaged often resulted at the expense of mainstreaming.

The Elementary and Secondary Education Act which followed, providing compensatory and remedial education primarily for the disadvantaged, was often directed at elementary education; but significant efforts in response to secondary dropouts were involved. In many locations, this was the impetus for alternative schools.

The passage of Model Cities (The City Demonstration Act of 1966) further directed the national concerns to serving the disadvantaged by providing additional resources into specific communities with high concentrations of poverty populations. While the delivery of services of many kinds (health, education, economic development) were promoted, the emphasis was community organization, job preparation and job creation. Legislation continued with an emphasis on the economically disadvantaged but the definitions began to broaden.

The Vocational Education Amendments of 1968 mandated that individuals, rather than groups, be identified for special programs and services. They also provided a definition for the term disadvantaged. It was defined as meaning "persons...who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program..."

The Comprehensive Employment and Training Act of 1973 (CETA) expanded to serve anyone unemployed for more than a month. This move away from economic definitions of disadvantaged, increased emphasis on mainstreaming.

The Rehabilitation Act of 1973 (P.L. 98-516) Section 504:

> Mandates equal opportunity for qualified handicapped persons in education programs and activities in institutions and programs receiving federal financial assistance. Section 504 is a civil rights statute that prohibits discrimination on the basis of handicap; obligates postsecondary institutions to make certain adjustments and accommodations; and offers handicapped persons the opportunity to participate fully in all education programs and activities.
>
> Section 504 is important to vocational educators because it deals with affirmative action for employers.

The Education For All Handicapped Children Act of 1975 (Secondary) ensured the right to a free and appropriate education to all handicapped individuals, ages 3 to 21, in the least restrictive environment. Because of this Act, students are able to access career and vocational programs.

Title II of the Vocational Education Amendments of 1976 defined "disadvantaged" as those requiring special services to succeed in vocational education. Disadvantaged meant a person who academically 1) lacks reading and writing skills, 2) lacks mathematical skills, or 3) performs below grade level.

Economically disadvantaged meant 1) family income is at or below national poverty level; 2) participant, or parents or guardian of the participant, is unemployed; 3) participant, or parent of participant, is recipient of public assistance; or 4) participant is institutionalized or under state guardianship. The 1976 amendments applied the mainstreaming emphasis of the disabled to other disadvantaged populations.

The Job Training Partnership Act (1982) emphasized Welfare and food stamp recipients, and youth. However, with reduced funding, fewer people are served and a greater emphasis on placement significantly reduced the investment in training. The most recent legislation, Perkins Vocational Act (1984), commits 57% of federal vocational funds to disadvantaged individuals including 1) handicapped individuals, 2) disadvantaged individuals, 3) adults who need training and retraining, 4) individuals who are single parents or homemakers, 5) individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education, and 6) criminal offenders in correctional institutions.

WHO ARE SPECIAL NEEDS AND NON-TRADITIONAL STUDENTS?

Identification of learners who are handicapped academically or economically disadvantaged, or have limited-English-proficiency is a crucial step in a comprehensive system of support services. Classification of special needs students is based upon the fact that a) the student is currently not succeeding in a regular vocational education program; or b) there is reasonable documentation that the student will not be able to succeed without special services or assistance. The following criteria are used to identify special needs students.

LIMITED ENGLISH SPEAKING PROFICIENCY--A student who does not speak and understand the English language in an instructional setting well enough to benefit from the instruction and complete the objectives of the program without special assistance.

HANDICAPPED (As defined by Colorado's State Board for Community Colleges and Occupational Education)

MENTALLY RETARDED--A student who has significantly subaverage (ranging from mild to severe) general intellectual functioning existing concurrently with deficiencies in adaptive behavior and manifested during the developmental period which adversely affects the child's educational performance.

HARD OF HEARING--A student who has a hearing impairment, whether permanent fluctuating, which adversely affects that person's educational performance, but which is not included under the definition of "deaf" in this section.

DEAF--A student who has a hearing impairment so severe that the person is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects the educational performance.

SPEECH IMPAIRED--A student with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects the person's educational performance.

VISUALLY HANDICAPPED--A student who, even with correction, has visual impairment which adversely affects that person's educational performance. The term includes both partially seeing and blind persons.

SERIOUSLY EMOTIONALLY DISTURBED--A student who has a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

* An inability to learn which cannot be explained by intellectual, sensory, or health factors.
* An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
* Inappropriate types of behavior or feelings under normal circumstances.
* A general pervasive mood of unhappiness or depression.

* A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes persons who are schizophrenic or autistic. The term does NOT include persons who are specially maladjusted, unless it is determined that they are seriously emotionally disturbed.

ORTHOPEDICALLY IMPAIRED--A student who has a severe orthopedic impairment which adversely affects that person's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by diseases (e.g., poliomyelitis, cone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, fractures or burns which cause contractures).

OTHER HEALTH IMPAIRED--A student who has limited strength, vitality, or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or terminal acne adversely affecting the person's educational performance.

SPECIFIC LEARNING DISABILITY--A student with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicapped, brain injury, minimal brain dysfunction, dyslexia, and a developmental aphasia. This group has average to above intelligence.

The term does NOT include persons who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, or of environmental, cultural, or economic disadvantage.

DEAF AND BLIND--A student who has concomitant hearing and visual impairments, the combinations of which cause such severe communication and other developmental and educational problems.

MULTIHANDICAPPED--A student with concomitant impairments (such as mentally retarded/blind, orthopedically impaired, learning disabled, etc.), the combination of which causes severe educational problems. The term does not include deaf/blind students.

DISADVANTAGED

ECONOMICALLY DISADVANTAGED--A student whose family income is at or below the national poverty level, student or parents are unemployed, on public assistance, or is institutionalized or under state guardianship and who requires special services, assistance, or programs, in order to enable that person to succeed in a vocational program.

ACADEMICALLY DISADVANTAGED--A student who lacks reading skills, writing skills, mathematical skills or who performs below grade level and who requires special services, assistance, or programs, in order to succeed in a vocational program.

DISADVANTAGED STUDENTS AND VOCATIONAL EDUCATION

Preparing for and attaining employment is an implied promise of the American educational system, yet 50% of the economically disadvantaged youth who are out of school are without jobs. There are over 350,000 Coloradans in poverty -- almost 1/4 of them are Hispanic. Hispanics have dropout rates of over 50%.[1] Welfare recipients, teenage mothers, limited English-proficient persons, and other unskilled individuals will continue to be burdens to themselves and the economy if they remain without skills and employment. Vocational education is intended to prepare people for work. The Perkin's Act includes the assurance of access to quality vocational education programs, especially for individuals who are academically or economically disadvantaged.

Some students who are disadvantaged, like all students, are unmotivated to try when the rewards for success seem limited. For some, the likelihood of success is so slim that failure is anticipated. It is too often that students feel "if I'm going to fail anyway, why try." Vocational education is known for its ability to motivate and offer "concrete" successful experiences to students who are unmotivated in more abstract classes.

Why Vocational Education for the Disadvantaged?

Research shows that vocational education has the ability to retain dropouts and to motivate students to work harder in academic classes by demonstrating the relevance of learning and education.

Vocational education provides real world experiences, and allows students hands-on ways of learning abstract principles.

Vocational education broadens the view of employment options for the disadvantaged. The investment of time and effort to get an education -- to get a job -- is greater when the job's pay is adequate. A job paying a minimum wage provides little motivation.

Vocational education allows individuals to compete for skilled jobs and teaches cooperation and social skills necessary to secure and retain employment.

Vocational education helps disadvantaged students develop skills through competency-based instruction and gain confidence to try new, more challenging tasks.

Vocational education is a common sense approach to sound educational practice for all people. Developing quality programs in vocational education is the necessary tool to help the disadvantaged acquire skills leading to opportunities and employment.

Within Colorado, completers of vocational programs who get jobs (some go on for more education) earn an average of $15,000 a year (in 1986 dollars). This is 78% higher than the earnings of the average person entering the job market in a minimum wage job.[2]

1 Colorado Department of Education, Denver, CO 1986.
2 Colorado State Occupational Information Coordinating Committee Denver,CO, 1986.

STUDENTS WITH HANDICAPS AND VOCATIONAL EDUCATION

Qualification for employment is an implied promise of American education, yet 50% to 80% of working age adults who report a disability are jobless.[1] It's estimated that 7.8 million individuals with handicaps have no employment and rely on state support and an additional 4.1 million earn less than $3000 annually. The cost of supporting the disabled is high and continues to rise. Approximately 8% of the gross national product is spent each year on disability programs with most of this amount going to programs that encourge dependence.[2] These statistics demonstrate the great challenge to the United States which requires better education to prepare these individuals for work. Vocational education can help to meet this challenge when services are provided to educate students with disabilities.

Why Vocational Education for students with handicaps?

Vocational Education provides hands-on, concrete learning, with results of the students' efforts more immediately recognizable.

Vocational Education makes academic work meaningful and goal oriented.

Research shows that Vocational Education has the ability to retain potential dropouts and to motivate students to work harder in academic classes by demonstrating the relevance of learning and education.

Vocational Education provides opportunities for individuals to become job-ready and teaches cooperation and social skills necessary to secure and maintain a job.

Vocational Education provides real world experiences allowing students hands-on ways of learning abstract principles.

Vocational education helps students with handicaps to develop skills through competency-based instruction and gain confidence to try new, more challenging tasks.

Vocational education is a common sense approach to sound educational practice for all people. Developing quality programs in vocational education is the means to permit the handicapped to acquire skills leading to opportunities and employment.

Within Colorado, completers of vocational programs who get jobs (some go on for more education) earn an average of $15,000 a year (in 1986 dollars). This is 78% higher than the earnings of the average person entering the job market in minimum wage jobs.[3]

1 U. S. Commission on Civil Rights (1983) Accommodating the spectrum of disabilities, Wasington, D.C.: U. S. Commission on Civil Rights.

2 Will, M. (1984) Bridges from school to work life. Interchange, 2-6.

3 Colorado Occupational Information Coordinating Committee, Denver, CO, 1986.

COUNSELORS, SCHOOL PSYCHOLOGISTS, AND PLACEMENT PERSONNEL

Secondary and postsecondary special needs students benefit from training that leads to employment. As postsecondary institutions serve an increased special needs population, approximately 28 percent of all high school students are dropping out before graduation.[1] Many special needs students fail to find schools meaningful, responsive or relevant. Learning characteristics of potential dropouts often prohibit success in abstract academic classes. Through vocational education programs that promote hands-on, competency based, individualized learning, students experience hands-on activities and retain more. Research reports that potential dropouts were more likely to finish 10th grade if they were enrolled in vocational education. Vocational education increases the probability that students will graduate from secondary school or be retained in a postsecondary program.

Secondary counselors and school psychologists must play an increased role in helping all students meet their vocational needs (only 43% of high school students enter postsecondary education; only 22% graduate from a two or four year school four and a half years later).[2] Counselors need to work with special educators and vocational educators if transitional needs are to be met. All service providers need to promote vocational education within the I.E.P. and other student planning processes, Remember, disabled students can now receive services until they are 21.

SECONDARY

Students and parents must be informed of vocational program opportunities in the 8th grade. This is the time that an individual plan for a vocational education program should be developed that includes assessment of interests and abilities; any special services needed to succeed in a vocationally supported program including adaptation of curriculum, instruction, equipment, and facilities; guidance, counseling and career development activities, and counseling services to facilitate transition from school to post school employment and career opportunities; including the transition from secondary to postsecondary education and placement assistance.

The law suggests that secondary counselors are responsible:

* for providing students information concerning opportunities available in vocational education;
* for ensuring that a career planning process is meeting the needs of all students; and
* for involvment in adapting curriculum, instruction, equipment or facilities on behalf of students who have special needs.

These things are done with the help of teachers and support personnel.

1 Parnell, James. (1985) The Neglected Majority. Washington, D.C.: Community College Press.

2 Ibid.

Placement and transition services require a higher priority and demand greater outreach to interagency resources if secondary training options are to be expanded. Greater involvement with parents of special needs students is critical since parents often have limited information about secondary vocational programs, adult service agencies and post-school options.

POST SECONDARY

Because the IEP process nor student files typically follow students after high school, postsecondary vocational counselors interfacing and recruiting with secondary institutions and referral agencies may help them to learn of a student's special needs. Counselors can play a key role when recruiting students identified through the IEP process within feeder schools as well as acquaint "walk-ins" with vocational programs and the services guaranteed through the Perkins Act. Financial aid, information and referrals to agencies who can provide tuition are keys for many disabled and disadvantaged students unsure of how they will survive within a decentralized educational setting. Postsecondary counselors who have personal contact with desk counselors at Vocational Rehabilitation, Employment and Training, JTPA and the Veterans Administration increase the chances of building bridges for students in need.

Counselors, school psychologists, and placement personnel will make significant impact with disadvantaged or handicapped learners if they invest in:

1. Assuring that a variety of assessment techniques are available to students prior to leaving secondary education. The goal of the assessment process is to provide insight into the student's vocational potential, provide educators the basis for educational planning so that students will successfully complete vocational programs. Counselors are cautioned to not rely on one tool, or solely on paper and pencil methods. Suggested techniques may include vocationally oriented interviews, behavioral observations, work experience, simulated work experience, work samples related to vocational aptitudes needed, performance tests, group and individual pychometrics, video or computerized assessment systems.
2. Teaching students that education and vocational training is a lifelong necessity, found within various postsecondary settings and business and industry. Secondary counselors especially need to expand advising and recruiting for postsecondary education and training beyond the student's typical mindset of college.
3. Helping students, parents and teachers to see that participating in vocational education can be extended until the handicapped learner is 21. Vocational education provides job ready skills which may alleviate the student from getting entry-level training later in life.
4. Promoting supplemental services and guidance which includes support for the transition into postsecondary education or employment, and awareness of financial aid and expanded opportunities for returning dropouts to school.
5. Helping instructors see that they are assured assistance in meeting their goals from support staff which allows them to individualize their program and adapt their curriculum so that it can be more competency based, and relevant to the local labor market needs.

VOCATIONAL SPECIAL NEEDS PERSONNEL

Vocational Special Needs Personnel (i.e. supplemental service providers, special education teachers and asessment specialists) are central to assuring that special needs students gain greater access to vocational education. For vocational education to reach more students and expand opportunities for all students, Special Needs Personnel need to promote vocational education and students by:

* utilizing skills of special education teachers regarding specific handicapping conditions;

* assisting vocational instructors in modifying curriculum;

* providing assistance and resources to instructors;

* working with the school and community to assure appropriate placement after school;

* utilizing the Colorado Division of Rehabilitation for the handicapped and the local Service Delivery Area (JTPA) for disadvantaged students;

* assisting in developing the handicapped student's vocational component of the Individual Education Plan (IEP) at the secondary level;

* promoting team development and interaction;

* involving parents in the educational and vocational planning process;

* acting as liaison to sending schools;

* implementing, monitoring, and evaluating the vocational component of the educational plan, including assisting vocational teachers in acquisition of supplemental and support services;

* working with the program technical advisory committees;

* providing special education teachers with information regarding vocational curriculum and requirements for enrollment in vocational programs; (Placement of special needs students in mainstream classes cannot be made without the availability of special needs/resource personnel for vocational instructors. This is the most significant characteristic of an exemplary vocational program. If instructors know that support is available when special needs students are confronted with difficulty in the curriculum, they more likely accommodate special needs students in their classes.)

* organizing and assuring job placement assistance;

* assuring vocational assessment; and

* coordinating supplemental services available under the Perkins Act. Their role in planning services and systems design requires obtaining assistance from other community agencies.

TEACHERS/INSTRUCTORS

Under the Perkins Act opportunities for increased enrollments within vocational courses exist. Academic teachers recognize that individual differences are best met when students make practical application. Vocational teachers and instructors recognize that all students need job preparation skills. As a result, disadvantaged and handicapped students need access to vocational education. An expanded recruitment effort must become a higher priority of all secondary teachers and postsecondary instructors. Schools and community colleges have agreed in writing to assure access for all students in vocational programs. Appropriate placement of special needs students in vocational classes cannot be made without the availability of support personnel for vocational teachers and instructors.

SECONDARY SCHOOLS

The Perkins Act requires that all students and their parents be informed of vocational education programs within their community by 8th grade. They are to be told about vocational options, programs and their entry requirements. As special needs students enroll in a program they have the right to:

* receive special services to help them achieve success;

* receive guidance and counseling that will further their occupational goals; and

* receive placement assistance.

Within Colorado, completers of vocational programs who directly enter the labor market (some go on for more education) earn an average of $15,000 a year (in 1986 dollars). This is 78% higher than the earnings of the average person entering the job market in a minimum wage job.[1]

ACADEMIC TEACHERS

Students look to classroom teachers for feedback about their futures beyond academic classes. Teachers are encouraged to tour vocational classes, interview vocational instructors and gain an understanding of career options, and become partners in the career guidance program. A willingness to discuss vocational education with parents and students assures students expanded vocational options.

VOCATIONAL TEACHERS

Vocational teachers are encouraged to accept an expanded role in educating all students, including those with special needs. This is a first step in increasing accessibility for these individuals in mainstreamed vocational classes. Handicapped students will be identified (usually through the IEP process) by the beginning of their ninth grade. The Vocational Director will have the student's names, providing the vocational instructor with an opportunity to promote programs. Students will have more than a year to gain the entry skills required for the course because the law requires that they be told of the program one year prior to the grade within which vocational education is available.

1 Colorado Occupational Information Coordinating Committee, Denver, CO, 1986.

It is in the vocational teacher's best interest to utilize recruitment to reach a larger number of candidates. Invite students to visit your program and allow them to try activities in your program area to determine their interests. Tell them what skills are needed and what they have to do to be ready to enroll. Remember - students must be ready to enroll. They will receive special help for overcoming any barriers to succeed in the program. You can receive help for equipment, help for modifications of your curriculum (visual aids or self instruction materials) and other assistance as needed. School administrators have made written commitments to support you and your students through supplemental services when they accepted state funds.

To make this process a success, work with the parents by letting them know that students can make a good living with the proper training. Parents can serve as excellent advocates and support your vocational program. They can bring resources through the student's Individual Education Plan or from other agencies such as Colorado's Division of Rehabilitation, their local Service Delivery Area (JTPA) or various community organizations.

POST SECONDARY INSTITUTIONS

Increasingly, post secondary educators find that high school graduation does not guarantee career maturity or normal competency in basic skills. Increased numbers of special needs learners are entering into postsecondary schools and requesting remedial or vocational training to prepare for work. Expanded support personnel and supplemental services have been made available through the Perkins Act to support faculty as they help special needs students take advantage of postsecondary vocational options.

ACADEMIC TEACHERS

Academic teachers are experts in their discipline and often have insight to adult learning and the motivations of non-traditional students. Academic teachers can serve as excellent recruiters for vocational programs which allow students to apply their learning. Instructors are encouraged to stay in contact with vocational instructors, employers and labor market trends. Often students look to faculty for career advice or referral to supplemental services to survive the less structured postsecondary system. Knowing counselors, supplemental service and resource personnel allows instructors to connect students with supportive bridges within the system.

VOCATIONAL INSTRUCTORS

Vocational instructors are experts in their craft and work closely with employers to remain current. This pressure often competes for their time in matching curriculum materials with learning styles. Fortunately, as postsecondary schools recognize the value in serving special needs learners, instructors are cooperating with resource personnel to provide vocational assessment, remedial instruction, and special instructional techniques to account for reading and experience deficiencies. Instructors who work closely with resource people and recognize the value of competency based instruction can have significant impact in helping prepare special needs learners for the transition from school to work. Often technical advisory committees can be an invaluable asset in job accommodations issues and advocating for special needs populations to fulfill affirmative action commitments.

ADMINISTRATORS

While administrators are expected to be educational leaders, they are increasingly accountable for implementing laws which assure that all students have access to programs. The Perkins Act provides designated funds to each state for vocational education. Dollars are awarded to local schools and post secondary institutions that guarantee in writing that requirements are met. As a result administrators are accountable for assuring that the following assurances are met. The Act reads that "each student . . . shall receive ---

1. assessment of the interests, abilities, and special needs of such students with respect to completing successfully the vocational education program;

2. special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs of disadvantaged and handicapped students so that they succeed in vocational education;

3. guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

4. counseling services designed to facilitate the transition from school to post-school employment and career opportunities."

All state and federal funds for all of vocational education can be withheld if these activities are not provided. Fortunately, these funds are becoming major assets as secondary and post secondary administrators recognize the additional pool of students that disadvantaged or handicapped populations offer to vocational programs. Funds are available specifically for serving the disadvantaged and handicapped, and they improve the quality of vocational education for all. Outreach, recruiting, and career services provided to students who are academically or economically disadvantaged or handicapped, increases the opportunities for all students.

Measures of how effectively the Perkins Act is being implemented at the local level are

a. Increased identification of economically disadvantaged students (including displaced homemakers, the unemployed, workers facing layoffs, as well as free and reduced lunch students at the secondary level.

b. More precise identification of handicapped students. Since twice as many physically handicapped students are enrolled in post secondary school programs as in secondary school programs, this area is of special importance.

c. Increased enrollment of academically disadvantaged and handicapped students.

d. More services delivered to academically disadvantaged students and handicapped students.

e. Greater use of services for specific remediation of skill deficienceies as opposed to general tutoring of content for academically disadvantaged students.

f. Assurance that access to a full complement of vocational courses are available to all special needs and handicapped students.

g. Promoted use of supplemental service and guidance, including entry into postsecondary educational programs, awareness of financial aid, opportunities for returning dropouts and placement activities.

Additionally, administrators should

a. meet with JTPA staff, SDA's, Division of Rehabilitation, Division of Social Services, WIN and other agencies to coordinate additional services and resources.

b. promote transitional counseling as a top priority for all students.

c. reinforce the notion that graduation without employablity skills is a difficient education.

THE ROLE OF PARENTS/GUARDIANS

The law guarantees special needs students access to a free, suitable education which includes access to vocational programs that prepare them for the world of work. This means students can get special help if they qualify. (see the "Who Are Special Needs and Non-Traditional Students?" section)

Handicapped (disabled) means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and/or supplemental services to succeed in the regular vocational education program.

Students are eligible for special help if they have not been able to, or cannot be expected to, succeed in a regular vocational program. Often handicapped students have needs beyond age 18. To assure their independence and a place in the workforce, they now can get help until they are 21. To do that, your child's education should include training for job preparation. In planning your child's education they may have within their IEP (Individual Education Plan developed for secondary handicapped students) a goal of reaching entry requirements for a vocational program.

Disadvantaged means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance to succeed in vocational education programs. Students who are members of economically disadvantaged families, migrants, those with limited English proficiency, school dropouts and potential dropouts from secondary schools qualify.

The State requires that students and parents should be informed of vocational education programs available, and enrollment requirements by the 8th grade. This allows you, the counselor and teachers to plan a vocational program for your student.

In addition, with enrollment in the program, students:

* receive assessment of interests and abilities;

* special services to help them to succeed (which could include remediation in academic areas as needed, transportation if necessary, some assistance for child care if they are a teen parent, or supplemental audio-visual and other materials to help them keep up with class); and

* guidance and counseling which may include meeting role models, or job shadowing, or support groups for students facing similar decisions; along with career development activities (help finding part-time or summer jobs, particularly related to their area of training) that will further their occupational goals, and placement assistance.

Within Colorado, completers of vocational programs who directly enter the labor market (some go on for more education) earn an average of $15,000 a year (in 1986 dollars). This is 78% higher than the earnings or the average person entering the job market in a minimum wage job.[1]

Your involvement in planning for your student's future employment is very important. Those living with a special needs student best know and understand the individual needs of that student. If the educational agency is to help parents/guardians must be a part of the planning process. Insist on having a vocational representative involved in your student's plan. To best support your student, do the following:

- see that vocational training in specific job areas is built into your student's Individual Education Plan.

- see that a transition team composed of yourself, the teacher, and a rehabilitation agency representative is formed to plan with your student for employment after graduation.

- encourage school personnel to find, place, and train your student in a job, full- or part-time, that pays a wage while s/he is still in school, related to his/her aptitudes and interests.

- find out about all adult vocational training programs in your community and make plans before graduation to have your student enter one where some sort of employment is offered if earlier employment cannot be secured.

- seek information and leads about the students next stop along the road to self-sufficiency and economic independence.

- contact the local rehabilitation agency about transition activities they provide for students between school and employment. If your student is eligible, manage the coordination between the VR counselor and the financial aid offices at the postsecondary school.

If you have questions about your student's access to options in vocational education programs, contact your school's local director of Vocational Education, or Principal or Special Education director.

1 Colorado State Occupational Information Coordinating Committee, Denver, CO, 1986.

EL PAPEL DE LOS PADRES/PERSONAS RESPONSABLES

La ley garantiza acceso gratis a estudiantes con necesidades especiales a una educación adecuada, la cual incluye acceso a programas vocacionales que los preparan para el mundo del trabajo. Esto significa que los estudiantes pueden obtener ayuda especial si ellos califican para ello. (vea la sección: "Quienes son estudiantes no tradicionales y con necesidades especiales").

Inválidos (desválidos) significa aquellos individuos que son retardados mentales con problemas para oir, sordos, tartamudos o con dificultad para hablar, con problemas de la vista, con serios daños emocionales, con dificultades ortopédicas u otras personas con inhabilidades especificas de aprendizaje, quienes por razones específicas requieren educacion especial y/o servicios suplementarios para triunfar en el programa regular de educación vocacional.

Los estudiantes son elegibles para ayuda especial si ellos no son capaces de, o no se puede esperar que triunfen en un programa vocacional regular. Usualmente los estudiantes inválidos tienen necesidades despues de los 18 años de edad. Para asegurar su independencia y un lugar en la fuerza de trabajo, ahora ellos pueden obtener ayuda hasta que tienen 21 años. Para hacer esto, la educacion de su hijo debe incluir entrenamiento para prepararse para su trabajo. Al planear la educación de su hijo, ellos pueden tener dentro de su IEP (Plan Individual de Educacion desarrollado para estudiantes inválidos de secundaria) la meta de alcanzar los requisitos de admisión para un programa vocacional.

Desaventajados significa individuos (diferentes de los individuos inválidos) que tienen desventajas económicas o academicas y que requieren servicios y asistencia especial para triunfar en los programas de educacion vocacional. Los que son miembros de familias economicamente desaventajadas, emigrantes, aquellos con habilidad limitada del ingles, aquellos que han dejado la escuela y aquellos que potencialmente abandonaran la escuela secundaria tambien califican.

El estado requiere que los estudiantes y los padres deben de ser informados acerca de los programas de educación disponibles y los requisitos de matricula para el 8° grado. Esto le permite a usted, al consejero y a los profesores planear un programa vocacional para su estudiante.

Adicionalmente, con la participación en el programa, los estudiantes:

* Reciben análisis de intereses y habilidades;

* servicios especiales para ayudarles a triunfar (los cuales incluyen solucion en areas academicas como sea necesario, transpotacion si es necesaria, alguna asistencia para el cuidado de niños, si ellos son padres adolecentes, o ayuda extra audio-visual y otros materiales para ayudarles a estar al corriente de clase); y

* Orientación y consejeria la cual puede incluir el cumplimiento de tareas modelos, busqueda de trabajo, o grupos de apoyo para estudiantes que estan afrontando decisiones similares; junto con el desarrollo de actividades profesionales (ayuda a encontrar trabajos de medio tiempo o de verano, particularmente relacionados con su trabajo o area de entrenamiento) esto ampliara sus metas ocupacionales y asistencia de colocacion de trabajo.

En Colorado, los que han completado programas vocacionales y que directamente entran en el mercado de empleo (algunos continuan obteniendo mas educacion) ganan un promedio de $15,000 al año (en dólares de 1986). Esto es 78% mas alto que las ganancias de una persona promedio que entra al mercado de empleo con el salario mínimo de trabajo.1

1. Colorado State Occupational Information Coordinating Comitee, Denver, Co. 1986.

Su participación en el planeamiento de el futuro empleo de su estudiante es muy importante. Aquellos que viven con un estudiante con necesidades especiales deben de saber y entender las necesidades individuales de esa persona. Si la agencia educacional ayuda, padres/personas responsables deben formar parte del proceso de planeamiento. Insista en tener a un representante vocacional involucrado en el plan de su estudiante. Para apoyar en una mejor manera a su estudiante, haga lo siguiente:

- Vea que entrenamiento vocacional en areas específicas de trabajo este dentro del Plan de Educación Individual de su estudiante.

- Vea que un equipo de transición compuesto por usted, el profesor y un representante de una agencia de rehabilitación se forme para planear con su estudiante empleo despues de graduación.

- Incite al personal de la escuela a hallar, lugar, y entrenar su estudiante en un empleo, a tiempo completo o medio tiempo, que page un salario mientras ella/el todavía este en la escuela, relacionado a sus aptitudes e intereses.

- Busque información acerca de todos los programas de entrenamiento vocacional para adultos en su comunidad y haga planes antes de la graduación para que su estudiante ingrese en uno donde se ofrezca alguna clase de empleo si empleo mas temprano no puede ser asegurado.

- Busque información y pistas acerca de los planes de los estudiantes para autosuficiencia e independencia económica.

- Contacte la agencia de rehabilitación local y averigue sobre las actividades de trancisión que ellos proveen para estudiantes que estan entre la escuela y el empleo. Si su estudiante es elejible, dirija la coordinación entre el consejero VR y la oficina de ayuda financiera en la escuela postsecundaria.

Si usted tiene preguntas acerca de el acceso de su estudiante a opciones en programas de educación vocacional, contacte al director local de programas de educación vocacional, al director de la escuela o al director de Educación Especial.

ADULT AND POSTSECONDARY STUDENTS

Returning Students

If you want to go to a community college, area vocational school or post secondary vocational program and need help to begin, take this guidebook with you and ask a counselor or supplemental services coordinator how you get the help listed on this page.

Students Attending School

If you want to learn about vocational programs or are having difficulty within your vocational classes, ask a counselor or supplemental services coordinator how you can get help.

Financial Aid

Most students with disabilities or economic handicaps can get money to help pay for school. Go to the financial aid officer at the school, they can lead you to agencies that provide money.

No matter how old one is or how much school they completed, the Perkins Act guarantees disadvantaged or disabled students access to all vocational programs and services which can help them enter and complete vocational training which prepares them for a job. Within Colorado, completers of vocational programs who directly enter the job market (some go on for more education) earn an average of $15,000 a year (in 1986 dollars). This is 78% higher than the earnings of the average person entering the job market in a minimun wage job.[1]

Students receiving the Pell Grant for financial aid and/or disabled students are guaranteed the following at post secondary schools to help them make the move from school to work:

1. Vocational Assessment, including an assessment of student interest, vocational aptitudes and abilities, and the identification of special needs for assistance to succeed in vocational education.

2. Special Services (Supplemental Services) needed to succeed in vocational supported programs including adapted curriculum, instruction, equipment and facilities.

3. Guidance, counseling and career development activities conducted by professionally trained counselors who are associated with serving students with special needs.

4. Transitional Counseling services designed to assist students in making the move from school to post-school employment and career opportunities and placement assistance.

1 Colorado State Occupational Information Coordinating Committee, Denver, CO, 1986.

ESTUDIANTES ADULTOS Y POSTSECUNDARIOS

Estudiantes de Reingreso

Si usted quiere asistir a una escuela comunitaria vocacional o un programa vocacional postsecundario y necesita ayuda para empezar, Lleve este manual con usted y preguntele a un consejero o al coordinador de servicios suplementarios la manera de obtener la ayuda detallada en esta página.

Estudiantes asistiendo a la escuela

Si usted quiere información acerca de los programas vocacionales o esta teniendo dificultad con sus clases vocacionales, preguntele a un consejero o al coordinador de servicios suplementarios la manera de obtener ayuda.

Ayuda Financiera

La mayorias de estudiantes con problemas económicos pueden obtener dinero para pagar la escuela. Hable con el director del programa de ayuda financiera en la escuela, el le proporcionara información acerca de las agencias que proveen dinero para ese propósito.

No importa la edad o cuanta educación ha adquirido la persona, El Perkins Act. le garantiza a estudiantes inhabilitados y a estudiantes desaventajados el acceso a todos los programas vocacionales y servicios que pueden ayudarles a entrar y completar el entrenamiento vocacional el cual les prepara para un empleo. Dentro de Colorado, personas que han completado los programas vocacionales y que directamente entran al mercado de empleo (algunos continuan obteniendo mas educacion) ganan un promedio de $15,000 al año (en dolares de 1986). Esto es 78% mas alto que las ganacias de una persona promedio con un salario minimo de trabajo.1

Los estudiantes que reciben el Pell Grant como ayuda financiera y/o los estudiantes inhabilitados se les garantiza lo siguiente en las escuelas postsecundarias para ayudarles a hacer el traslado de la escuela al trabajo:

1- Analisis Vocacional incluye un estudio de los intereses del estudiante, aptitudes y habilidades vocacionales y la identificacion de necesidades especiales para asistirles a tener éxito en la educacion vocacional.

2- Servicios especiales (servicios suplementarios). Requeridos para tener exito en programas apoyados vocacionalmente incluyendo curriculum adaptado, instrucción, equipo e instalaciones.

3- Orientación, consejeria y desarrollo de la carrera. Actividades conducidas por consejeros entrenados profesionalmente quienes estan asociados al servicio de estudiantes con necesidades especiales.

4- Servicios de consejeria trancisional diseñado para asistir al estudiante en hacer el traslado de la escuela al empleo de post-escuela, oportunidades profesionales y asistencia de colocación de trabajo.

1-Colorado State Occupational Information Coordinating Comitee, Denver,Co. 1986.

THE STATE'S ROLE
AND GOVERNMENT CONTACT PEOPLE

The Colorado State Board for Community Colleges and Occupational Education (SBCCOE) Special Programs staff provides leadership and technical assistance for developing strategies needed for delivering vocational education services to persons with special needs. The staff within the Special Programs section can be expected to:

* provide technical assistance to secondary and postsecondary local vocational education personnel to assist them in dealing with special needs students. Assistance may be given in the areas of vocational assessment, vocational programming in the least restrictive environment, student identification procedures, identification of special services needed by individual students, and the development and monitoring of the individualized education program (IEP)

* disseminate information, both in written form and in workshop presentations

* serve as a resource for information and regulations relating to additional federal legislation, such as P.L. 94-142, Title VI and IX of the Education Amendments of 1972, Section 504 of P.L. 93-112, and the Office for Civil Rights (OCR) guidelines for the delivery of vocational education

* act as a liaison between various state agencies to develop and provide leadership for coordinated planning necessary for providing vocational education for handicapped and disadvantaged students

* participate in program improvement activities including pre-service and in-service training, curriculum development, and exemplary program development

* develop reliable and valid documentation of services provided to special needs individuals

* provide assistance for coordinating services with JTPA programs and community-based organizations serving special needs populations

* provide input and assistance in the development of funding procedures and guidelines for the use and monitoring of handicapped and disadvantaged set aside funds.

State contact personnel:

Carole M. Johnson
Director of Planning
and Research

Susie Bell
Assistant Program Manager
Special Needs and Adult
Programs

Colorado Community College and Occupational Education Systems
1313 Sherman Street
Centennial Building, 2d floor
Denver, CO 80203
(303) 866-2335

Susan McAloman
Consultant, Career Vocational
Education for the Handicapped
Colorado Dept. of Education
201 East Colfax Avenue
Denver, CO 80203
(303) 866-6716

Sharon P. Cooper
Asst. Director for Occupational
and Outreach Programs
Humanities Building
Colorado State University
Fort Collins, CO 80523
(303) 491-6857

Jean Lehmann
Assistant Professor
Vocational Teacher Education
4th Floor McKee
University of Northern Colorado
Greeley, CO 80639
(303) 351-2939

Nancy Hartley
Associate Professor
Vocational Teacher Education
4th Floor McKee
University of Northern Colorado
Greeley, CO 80639
(303) 351-2939

Federal contact personnel:

Charlotte Conaway
Senior Program Specialist
Vocational Education for
Handicapped Persons

Isaac Wilder III
Senior Program Specialist
Vocational Education for
Disadvantaged and LEP Persons

Division of Vocational Education Services
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, S.W. ROB 3, Room 5636
Washington, D.C. 20202-3583
(202) 472-9140

AGENCY COORDINATION

For the Perkins Act to be successful, coordinated activities among agencies are necessary. Improved services and efficiencies have increased as educational institutions, community based organizations and state agencies have made learner needs a higher priority. Clearly, without bridges between schools and community agencies, special needs populations cannot make an easy transition to the workplace. However, turf issues, misinformation and a lack of understanding about JTPA, Division of Rehabilitation, the Developmental Disabilities Agency, Mental Health and Correction Agencies continue to reduce service to learners.

JTPA

Service delivery areas (SDA's, designated by the governor's office) are asked to serve learners who are often least served, most ineffectively served, or dropouts from the traditional educational system. The extent of local control makes it hard to generalize about programs. Many areas serve disadvantaged youth primarily through work experience activities. Other areas, typically in areas of high adult unemployment, have placed little emphasis on youth. The new Act (JTPA) requires a 40% expenditure for youth to age 21, but places restrictions on work experience, thus forcing a serious examination of past practices. In response, many SDA's will focus attention on the 17-21 year olds and serve them in their adult programs. The restrictions on work experience should stimulate opportunity for the establishment of school-based Cooperative Education Programs for high risk youth.

Traditionally, CETA (which preceded JTPA) had weak relationships with local school district programs. A typical relationship featured CETA funding for work experience either for school referrals, or in the schools themselves. The CETA staff had little or no influence on the academic or vocational preparation (if any) provided these youth. From the school perspective, CETA was too small to be significant, or not sufficiently controllable. The fact that CETA services could only be provided for "some" students, made it awkward for school officials and teachers. Added to this, the frequent CETA priority on the most troublesome youth, and CETA criticisms of school failures (often superficial) led to conflict and a lack of mutual effort. Frequently the school and CETA were both content to have CETA assume unofficial responsibility for school dropouts or those suspended.

JTPA/CETA often has its closest relationship with postsecondary vocational education, utilizing the system most frequently for the skill training of clients especially when open entry/open exit, fast-track and preparation for demand occupations is available.

Most successful cooperation is achieved when a counselor from the JTPA agency has a regular time (and office hours) at the vocational education agency. Planning among JTPA and other agencies is crucial to serving disadvantaged persons. Mutual plans and cross referrals can expand the opportunities for supplemental services and enrollments.

DIVISION OF REHABILITATION

Division of Rehabilitation has a very powerful Congressional lobby and has been one of the few agencies to escape major reductions in federal dollars since 1980. Although state administered, the program is very federalized, (as is the Job Service) with a tradition of strong federal regulations dictating goals and methods. The program changes emphasis with changes in the legislation. At one time, offenders and substance abusers were given special attention. Today the emphasis is on the "severely handicapped", which is defined differently than it is by education.

At the operational level, the Division of Rehabilitation provides counseling and planning for employment and are perhaps the most client-oriented of the employment and training programs. A Rehabilitation Counselor is given a budget to provide or purchase whatever service the client needs to reach employment. This transfer of authority/decision-making to the lowest level can be a plus for those clients accepted onto the caseload, but it makes the systemic coordination of Rehabilitation with other agencies very difficult.

The development of a relationship with the individual rehabilitation counselor is the key. Joint planning (and funding) for services for individuals on the counselor's caseload can be accomplished. Once successful, the referral of special needs clients from vocational education to rehabilitation counselors can be negotiated.

DEVELOPMENTALLY DISABLED

The designated state agency receives grants from the federal government requiring a state match of 25%. However, states generally overmatch. Thus the impact of the federal authority is less strong here than in other programs.

The State Developmentally Disabled Agency (D.D.) is responsible for institutional care of the most severely disabled and retarded, many of whom will never be candidates for independent employment. The Developmentally Disabled system is organized in at least two major modes of delivery with the state responsible for major institutional care and funding, and local (non-profit) community boards responsible for service to less severely disabled persons.

An example of typical relationships between the D.D. and vocational education is to create opportunities for special needs populations in some vocational schools. The special education staff at a local school initiates the relationship with the area vocational school to modify or initiate programs for the D.D. clients. Once the program is begun (usually with state financial support) the Sheltered Workshops may become involved in also referring adult D.D. individuals. Sheltered Workshops are often used by Rehabilitation to identify individuals who are likely to be successful in competition in the labor market. Thus, if a D.D. individual shows promise during the early phase of Workshop activity, additional investment for training and upgrading are provided by the rehabilitation counselor. Often, however, when little promise is shown, Vocational Rehabilitation is unwilling to continue its investment because of the limited likelihood of success.

MENTAL HEALTH

Another agency, servicing mentally and emotionally disturbed clients with employment and training needs, is the state designated agency which serves the institutionalized individuals and local Community Mental Health Centers serving the de-institutionalized. These agencies are perhaps the most isolated of the human service systems; in most states their strongest linkages with employment and training agencies are with Vocational Rehabilitation.

Community Mental Health Centers have three primary functions. The first is the provision of treatment for the de-institutionalized (often chronic) patients. This usually requires intensive therapy and monitoring of medication. The second area relates to interventions in acute circumstances, e.g., attempted or contemplated suicide; behavior disorders of a severe, but not life-endangering circumstances; of trauma from sexual or physical abuse. Third, long term chronically ill individuals who are relatively stable are also served in an effort to support and reinforce the stability in terms of symptomology.

Because the volume tends to be high from these three sources relatively little effort is made to coordinate with other agencies to assist in screening individuals whose behavior may be assisted with treatment.

Funding is usually provided contractually on a services rather than staffing basis. Significant funds are provided through health benefit systems, such as Medicaid, since the mentally ill are, at least, partially disabled.

Vocational education programs have limited capacity to respond to these populations. Only through joint efforts, with shared responsibilities identified within training plans will these services be successful. Many mental health centers have vocational coordinators. Plans must include the coordinator and the case manager.

JUVENILE JUSTICE AND YOUTH CORRECTIONS

Schools, when they receive youth from juvenile diversion and probation agencies, usually do so in alternative or special education settings. JTPA will serve the older youth in Adult Basic Education (ABE), training or youth competency programs directed toward employment, but often are reluctant to serve those under 16 or 17 years of age. For the older youth, post secondary vocational education schools with remediation capacities are also alternatives.

These youth are often "harder to handle" and under stricter supervision by parole authorities who sometimes unnecessarily interrupt vocational programming for disciplinary reasons. Direct discussions with group home supervisors and parole officers are essential for success.

Vocational interventions are provided to juveniles incarcerated in youth camps or correctional facilities. Attempts to provide vocational skill training to students are frustrated by two factors:

1. The cost of providing quality training in demand occupations corresponding to the inmates abilities is usually prohibitive.

Correctional programs typically face fluctuating support from education or vocational education agencies.

2. The institutional environment can distort the learning process, and the motivation for involvement in "training" is often NOT related to skill acquisition, but rather to avoiding less pleasant academic or work assignments.

Often, successful work-related interventions for incarcerated youth are those of a "preparatory," rather than skill-specific nature. These would include:

* assessment of physical aptitudes;

* use of "Outward Bound" type activities for self-esteem and social relationship development;

* teaching of gross master skills (outdoor work, construction);

* ABE/GED:

* career exploration and sampling to foster longer-term career decision-making; and

* training in work ethic and appropriate work behaviors.

WHAT CAN I DO TO PROMOTE CHANGE?

To better serve special needs students, one has to risk and promote change.

Secondary Counselors - can promote career exploration programs for all students. Comprehensive career guidance programs which include parent and student visits to vocational schools increase enrollments and interest from parents of special needs students. Promote vocational education within I.E.P.'s and other plans so that the disadvantaged or handicapped student's employment and transitional objectives are addressed.

Special Needs Personnel - can promote more multi-cooperative education programs, industrial education and other programs to increase integrated training options for special needs students.

Vocational Teachers/Instructors - can develop simulated work samples for assessment which also serve as recruiting tools so that students can have hands-on experience to determine interest and ability. Seek assistance from special needs personnel in curriculum adaptation.

Postsecondary Counselors - can visit high school seniors, invite them and their parents to visit vocational programs. Provide labor market information and examples of assistance including job shadowing and career exploration activities.

Middle/Junior High Counselors - can verify that all eighth grade students and their parents receive information about vocational programs and enrollment requirements and assure that each student's ninth grade program enables them to reach the necessary competencies to enter vocational education. Handicapped and high-risk students can benefit from awareness, exploration and career opportunities in the community.

School Psychologists - can visit vocational programs, include transitional objectives within I.E.P.'s and other plans and promote vocational education for all students.

Parents - can ask to be assured that vocational objectives and transitional services are included within the I.E.P. and other plans, and be able to verify that the assurances are provided to each student. Verify that assessment was used for career planning and identification of support services needed. It should not be used to screen students out of programs.

Principals - can help parents of handicapped students see that I.E.P.'s can include state funded vocational training through the area vocational school until students are 21. Parents of disadvantaged students should be told of vocational training and JTPA options.

Vocational Administrators - can expand agency cooperation to maximize resource utilization in planning for special needs and non-traditional students.

ACKNOWLEDGEMENTS

In that the Perkins Act calls for cooperation, I am reminded that agreements are only as strong as an individual's will to give. Carole Johnson's vision, Jeff Seifried's encouragment and professionals from across the country demonstrated a commitment equal to the courage displayed by the interviewees during this project.

The quality of this document is due in large measure to the technical and editorial assistance of Carol Custer, Gene Kane, Sue McAlonan, Jean Lehmann and Nancy Hartley. I am most grateful for their efforts.

While the cooperative efforts illustrated during this effort speak well for the Perkins Act, personal testimony from students, Dan, Kathy, John, Brad, Ron, Dianne, Lana, Jess, Nuygen, Shane and Liz are the reasons educators should be committed to vocational education. As Dale Parnell says, "the tough problem is not in identifying winners; it is in making winners out of ordinary people."

Contributors to the Project

Project Director

Rich Feller, Colorado State University

Production Director

Joe Vasos, Colorado State University

Research Consultants

Nancy Hartley, University of Northern Colorado
Cindy Wyffels, Torrington, Wyoming
Jean Lehmann, University of Northern Colorado
Gene Kane, Capacity Building Institute of Colorado
Sue McAlonan, Colorado Department of Education
Carol Custer, Front Range Community College
Pat Bonazzoli, Larimer County Vo-Tech Center
Donna Chestnut, T. H. Pickens, Technical Center
Dennis Lum, Technical Education Center, Denver

Interviewees on Video

John Kemp, National Easter Seal Society
James Barge, Florida Department of Education
Nancy Hartley, University of Northern Colorado
Pat Key, Emily Griffith Opportunity School
Mike Brustein, Attorney-at-Law, Washington, D.C.
Carole Johnson, Colorado State Board for Community Colleges and Occupational Education
Joyce Winterton, National Council on Vocational Education
Bill Scott, Arizona Center for Law
Del Hickey, Keene State College
Tonya Bassett, Front Range Community College
Dianne Cyr, Technical Education Center, Denver
Bobby Ostberg, Front Range Community College
Ellen Wynn, Emily Griffith Opportunity School
Linda Parrish, Texas A & M University
Sue McNulty, T. H. Pickens Tech Center
Linda West, University of Missouri - Columbia
Deidre Hayden, Parent Educational Advocacy Training Center
Brian Cobb, University of Vermont
Jane Heckman, T. H. Pickens Tech Center
Gwen Grant, Adams County #14 District
Jerry Wircenski, North Texas State University
Vinny Skarajunsky, Poudre R-1 District

Interviewees for Background Research

T. J. Neuville, Vocational Rehabilitation
Tom Wilson, Jefferson County School
Carole Winbar, Cherry Creek School District
Mitch Kaman, Larimer County Vo-Tech center
Ann Miller, Teed Nos Pos Reservation, Arizona
Tom Mulcahy, Larimer County Voc Tech Center
Norm Gysbers, University of Missouri - Columbia
Harry Drier, National Center for Research in Vocational Education
Rose Kreston, Colorado State University
David Kingsbury, Bemidji State University
Gary Garrett, Colorado School for the Deaf
Gail Bernstein, Goodwill Industries, Denver
Jay Alire, Technical Education Center, Denver
Sheila Feichtner, American Institute for Research
Charlotte Conaway, U. S. Department of Education
Dan Michoski, Poudre R-1 District
Greg Little, Simsbury Public Schools
Jim Hall, Technical Education Center, Denver
Joanne Friedman, Larimer County Employment and Training
Patty Lee, Thompson Valley School District
Juanita Martinez, Jicarilla Apache Reservation, Dulce, New Mexico

Production of Manual

Phyllis Beard, Colorado State University
B. J. Keen, Colorado State University
Margarita Salegio V. (Spanish Translation), Colorado State University